

ESSA LEA Plan Overview

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WISCONSIN DEPARTMENT OF
PUBLIC INSTRUCTION
Tony Evers, PhD, State Superintendent

Requirement

Any Local Education Agency (LEA) receiving funds under more than one Every Student Succeeds Act (ESSA) program, must complete a consolidated LEA plan before the LEA may receive a subgrant.



Educational Equity

Educational equity means that every student has access to the educational resources and rigor they need at the right moment in their education across race, gender, ethnicity, language, disability, sexual orientation, family background and/ or family income.



LEA Plan Template

- Department of Public Instruction (DPI) ESSA [Website](#)
- [Draft LEA Plan](#)
- Assurances



Draft Screenshot from WISEgrants

ESSA LEA Plan

Objective 1: LEAs will provide every student access to a well-rounded education that meets their learning needs in an appropriate, healthy and safe environment.

Title I, Part A - Improving Basic Programs

1.1 Monitoring student progress

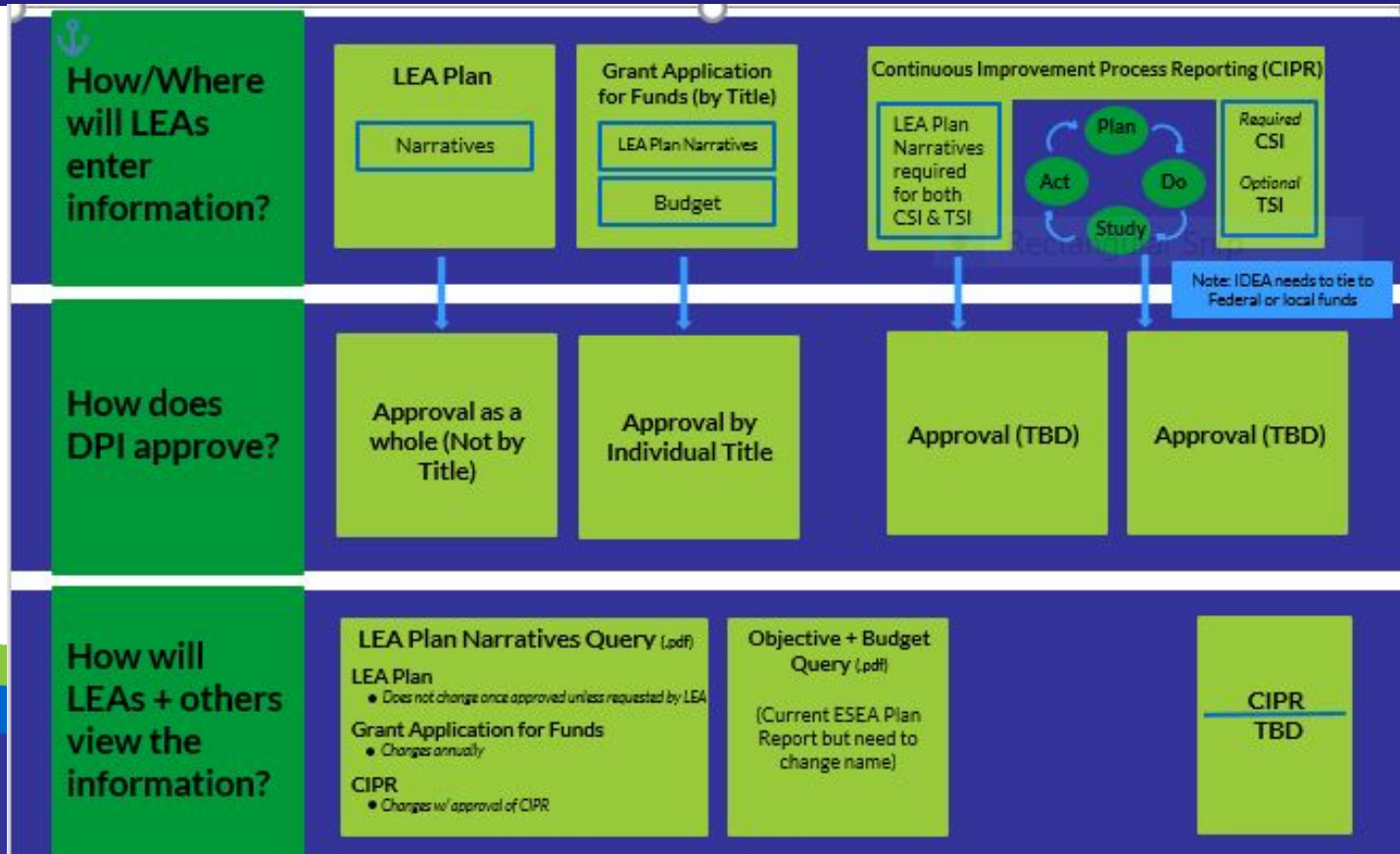
Describe how you will monitor student progress in meeting the state academic standards. In answering this question, please make sure to address the following elements:

- Development and implementation of a well-rounded program of instruction to meet the academic needs of all students.
- Identification of students who may be at risk for academic failure.
- Provision of additional educational assistance to individual students the local educational agency or school determines need help in meeting the challenging State academic standards.
- Identification and implementation of instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Monitoring student progress:



ESSA LEA Plan in WISEgrants



LEA Plan Template - Objectives

LEAs will:

- Provide every student access to a well-rounded education that meets their learning needs in an appropriate, healthy, and safe environment.
- Provide professional growth and improvement opportunities for all teachers, principals, and other school leaders to further a high quality education for all student.



LEA Plan Template - Objectives

LEAs will:

- Utilize evidence-based intervention and support services to ensure every student graduates from high school prepared for their college or career plans.
- Make progress on closing the achievement gap for all subgroups in English language arts and math so all students meet challenging academic standards.



Do not develop the plan in isolation!



Consultation with Stakeholders

- LEAs must provide opportunity for stakeholders to meaningfully and substantively contribute to LEA plans.
- Consultation must occur prior to submitting a plan or application.



Consultation with Stakeholders

LEAs must consult with:

- Teachers
- Principals
- Other school leaders
- Paraprofessionals
- Specialized instructional support personnel
- Administrators
- Parents
- American Indian Tribes
- Charter school leaders
(in LEAs with charter schools)



Coordination with Other Programs

The LEA Plan must be coordinated with other programs, as appropriate.

- IDEA
- Carl D. Perkins Career and Technical Education Act
- Workforce Innovations and Opportunity Act
- Head Start Act
- McKinney-Vento Homeless Assistance Act
- Adult Education and Family Literacy Act
- Other Acts as appropriate



Timeline

Depends on a few factors:

- Wisconsin's ESSA State Plan, submitted to United States Department of Education (USDE) in September 2017, was approved on January 16, 2018!
- DPI needs to receive allocations from USDE.
(This typically occurs in the spring.)
- Earliest tentative due date: Late spring
DPI will give LEAs a minimum of eight weeks to complete the LEA plan.



LEA Plan Approval

- **DPI must approve LEA plans in order for LEAs to be eligible for funds.**
- **Plans will be approved if DPI determines that the LEA Plan:**
 - Ensures schools served with these funds substantially help children meet the challenging state academic standards, and
 - Meets the requirements of the law.



Writing the Plan



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Focus on Objectives

The Objectives are the anchors for your LEA plan.



LEA Plan Requirements Under ESEA

This document is being provided for *planning purposes only*. All the questions below are required under federal law. While the actual application will be finalized based on final approval of Wisconsin's ESSA plan by the U.S. Secretary of Education, we are not expecting the questions to change. The final LEA plan will be available at a later date in WISEgrants.

State of Wisconsin Objectives

Please answer the questions listed under each of the objectives below. These objectives are aligned to the law and the state's consolidated application.

1. LEAs will provide every student access to a well-rounded education that meets their learning needs in an appropriate, healthy and safe environment.



Objectives - Activity

At your table, discuss each objective. In a group of 3 or 4, each person select a role for the discussion:

Director: Begin the discussion, keep the focus, wrap up the input.



Includer: Make sure all group members contribute and feel included.



Inquirer: Ask members for examples, details, explanations.



Pacer: Keep the discussion moving and meaningful.



Objectives 1 and 2

1. LEAs will provide every student access to a well-rounded education that meets their learning needs in an appropriate, healthy, and safe environment.
2. LEAs will provide professional growth and improvement opportunities for all teachers, principals, and other school leaders to further a high quality education for all students.



Objectives 3 and 4

3. LEAs will utilize evidence-based interventions and support services to ensure every student graduates from high school prepared for their college or career plans.
4. LEAs will make progress on closing the achievement gap for all subgroups in English language arts and mathematics so all students meet challenging academic standards.



Use Data to Identify Needs

- Complete a data inquiry process of student achievement, adult practices, and effectiveness of programs and structures (i.e. District comprehensive needs assessment).
- Summarize the findings from the data inquiry.
- Hypothesize likely root cause(s).



Writing Your Plan

Consider:

- What do you have in place that is working?
- What do you want to review or examine further?
- What do you want to start doing, change/modify, or stop doing to address the identified need?



Reflect About

Consider:

- How does Title I, Title II, Title III, Title IV, and/or IDEA fit into this plan?
- How can these funds be allocated to address the needs?
- How can staff and services provided be utilized?



Tool for Inquiry

Here is a tool that may be helpful for discussions in your district when writing your plan:

[INQUIRY QUESTIONS for LEA PLAN](#)

Use the inquiry questions to guide discussion about the component within each objective as you prepare your LEA Plan narrative.

REQUIREMENT	GUIDED INQUIRY	We've got this! Preliminary evidence we might include in our answer. (district level materials we already have, data sources, point person, etc.)	Hold on a minute! Say what? Questions/concerns or evidence that need to be collected before we can answer this question.
1. LEAs will provide every student access to a well-rounded education that meets their learning needs in an appropriate, healthy and safe environment.			
<i>Title I, Part A - Improving Basic Programs</i> i. Describe how you will monitor student progress in meeting the state academic standards. In answering this question,	<i>How will you monitor student progress on an annual, interim and ongoing basis?</i> <i>How will your progress assessments be aligned with state standards?</i>		

Questions to Guide

Objective #1: *Title I, Part A - Improving Basic Programs*

i. Describe how you will monitor student progress in meeting the state academic standards. In answering this question, please make sure to address the following elements . . .

- *How will you monitor student progress on an annual, interim, and ongoing basis?*
- *How will your progress assessments be aligned with state standards?*
- *How does the universal curriculum meet the needs of all students? What evidence can you provide about the relevance and rigor of your standards-based curriculum?*
- *How are students identified as “at risk” for failure? What are the demographic characteristics of these students? What evidence can you provide that no subgroup has been marginalized?*

Questions to Guide

Objective #2: *Title II - Preparing, Training, and Recruiting High-Quality Teachers, Principals, or Other School Leaders*

i. Describe the activities to be carried out under this section and how these activities will be aligned with challenging state academic standards.

- *What systems are in place for providing and monitoring professional development in your district? What is your current professional development need, assessment/plan, or practice?*
- *What evidence do you have that your current practice aligns with state academic standards?*

DPI Template

- DPI Template to guide your planning
- Working Template:
Consider using the inquiry questions aligned with the DPI template

Note: Your district need only complete the locally relevant sections.

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 - a. *Title I, Part A - Improving Basic Programs*
 - i. Describe how you will monitor student progress in meeting the state academic standards. In answering this question, please make sure to address the following elements:

INQUIRY QUESTIONS for LEA ESSA PLAN



School District:

Use the inquiry questions to guide discussion about the component within each objective as you prepare your LEA Plan narrative.

REQUIREMENT	GUIDED INQUIRY	We've got this! Preliminary evidence we might include in our answer. (district level materials we already have, data sources, point person, etc.)	Hold on a minute! Say what? Questions/concerns or evidence that need to be collected before we can answer this question.
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Title I, Part A - Improving Basic Programs i. Describe how you will monitor student progress in meeting the state academic standards.	How will you monitor student progress on an annual, interim and ongoing basis? How will your progress assessments be aligned with state standards?		



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